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ABSTRACT

The District of Columbia Junior High School Intensive Care and School Involvement Program (JHSICSIP) was designed to improve achievement and attendance among at-risk students, with the ultimate goal of preventing school dropouts. This program completed its second year of implementation during school year 1990-91 and operated in six junior high schools. This program provided counseling and tutorial services through an affective team, an extended day tutorial service, a Congressional mentorship component, and a school involvement component in which each school participated in goal-oriented activities. This evaluation examined each program component with regard to implementation and short-term outcomes. A follow-up evaluation will be scheduled later in order to examine the long-term impact of the program with regard to dropout prevention. (The results of the evaluation are presented in this report. These sections are included: (1) implementation of counseling, tutorial, and mentorship activities; (2) improvement among student participants; (3) evaluation of the school improvement component; (4) evaluation of the summer component of the program; and (5) a summary of findings and recommendations.) (ABL)

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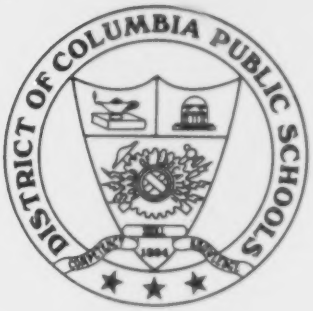

Evaluation of the

Junior High School Intensive Care and School Involvement Program

(JHSICSIP)

School Year 1990-91

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DISTRICT OF COLUMBIA PUBLIC SCHOOLS

THE EVALUATION OF THE

JUNIOR HIGH SCHOOL INTENSIVE CARE AND SCHOOL INVOLVEMENT PROGRAM

(JHSICSIP)

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November 1991

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EVALUATION OF THE JUNIOR HIGH SCHOOL INTENSIVE CARE AND SCHOOL INVOLVEMENT PROGRAM (JHSICSIP)

The Junior High School Intensive Care and School Involvement Program (JHSICSIP) was designed to improve achievement and attendance among at-risk students, with the ultimate goal of preventing school dropouts. This program completed its second year of implementation during School Year 1990-91, and operated in six junior high schools in the District of Columbia: Brown, Garnet-Patterson, Hine, Kramer, Lincoln and Sousa. Each school program operated under the auspices of a central administrative program director.

JHSICSIP provided counseling and tutorial services through: (a) an Affective Team consisting of an attendance counselor, an academic counselor, a social worker and a school psychologist in each school; (b) an Extended /Day tutorial service providing academic tutoring to selected program participants at each school; and (c) a Congressional Mentorship component whereby congressional staff mentored selected program participants within and outside of school. In addition, a School Involvement component was implemented whereby each school participated in goal-oriented activities aimed at improving the overall school climate, and a summer work-study program (Program 3/2) operated with the goal of stimulating interest in post-secondary education among new ninth grade students.

The present evaluation examines each program component with regard to implementation and short-term outcomes (i.e., improvements in attendance and achievement) during school year 1990-91. A follow-up evaluation will be scheduled later in order to examine the long-term impact of the program with regard to dropout prevention. Although the present evaluation conducts a general assessment of the number of program participants still enrolled in school, a more systematic and comprehensive assessment of dropout prevention will include statistical comparisons between the achievement, attendance and dropout rates of program participants and a matched sample of non-participating students.

This report will first discuss the implementation of the counseling and tutorial services (i.e., Affective Team, Extended Day Tutorial and Congressional Mentorship), and progress in student achievement and attendance. An assessment of the School Involvement component and Program 3/2 will follow. The data examined for the present evaluation was provided solely by the program director and coordinators. All data forms and program surveys were developed by the program director and coordinators in conjunction with on-going monitoring activities.

EVALUATION OF COUNSELING, TUTORIAL AND MENTORSHIP ACTIVITIES

The counseling and tutorial activities aimed to improve attendance and achievement and were conducted within three program components: (a) Affective Team; (b) Extended Day Tutorial; and (c) Congressional Mentorship. Due to the intensive nature of the program, several students received services from more than one of these components. Although the implementation of each component was assessed individually, attempts were made to examine the interactive impact of the components.

Implementation of Counseling, Tutorial and Mentorship Activities

Who Was Served?

Participating schools were responsible for selecting program participants. As shown in Table 1, 510 students were selected and formally recognized by the central office as program participants. However, it was determined that 355 additional students received counseling and tutorial services through this program, and nearly one-fifth (19.9%) of these "non-formal" participants were being served by the program for the second year. While program services were not as intensive for the non-formal participants, monitoring documents revealed that a variety of services were rendered consistently throughout the school year (see Appendix-A, Tables 1A, 1B and 1C for a description of non-formal students and services).

Table 1
Number of Program Participants by School

School	Number of Participants
Browne	71 (13.9%)
Garnet-Patterson	95 (18.6%)
Hine	94 (18.4%)
Kramer	102 (20.1%)
Lincoln	77 (15.1%)
Sousa	71 (13.9%)
TOTAL	510 (100.0%)

As shown in Table 2, "formal" program participants were selected somewhat evenly from grades 7 and 9 with slightly more students selected from grade 8. Less than 4% of the students were classified in special education and English as a Second Language (ESL) classes. The majority of the students were between the ages of 13 and 15 years old, and 5.1% were above the legal dropout age for D.C. Public Schools (DCPS), at that time 16 years old. Nearly

Table 2
Characteristics of Program Participants

	Number	Percent
Total	510	(100.0)
Grade		
7th	158	(31.0)
8th	182	(35.7)
9th	153	(30.0)
Ungraded	17	(3.3)
Sex		
Male	290	(56.9)
Female	220	(43.1)
Age		
11	9	(1.8)
12	46	(9.0)
13	142	(27.8)
14	162	(31.8)
15	101	(19.8)
16	24	(4.7)
17	2	(0.4)
unknown	24	(4.7)
Times Retained		
0	158	(31.0)
1	167	(32.8)
2	108	(21.2)
3	35	(6.9)
4	10	(2.0)
unknown	31	(6.1)
Year in Program		
First	426	(83.5)
Second	84	(16.5)

NOTE: Age and grade retention data were unavailable for certain students who dropped out of school early in the program

two-thirds (62.8%) of the students had been retained in grade at least once, with nearly one-third (30.1%) retained two or more times. Additionally, slightly more than one-half (56.9%) of the formal participants were males, and 16.5% were participating in the program for the second year.

What Services Were Received?

For purposes of this evaluation, individual counseling consisted of face-to-face counseling or general contact by telephone between a student and a counselor, social worker or psychologist; family counseling consisted of face-to-face contact in school or telephone contact with a parent or relative of the students; group counseling included counseling in groups of two or more students or field excursions consisting only of program participants; home visits entailed visits to the home in which contact was actually made; social services consisted of protective services, clothing, as well as application assistance and transportation for job interviews; psychological services included counseling and testing by the school psychologist; and referral services included referrals for truancy hearings, psychological services and crisis outreach.

As shown in Table 3, 83.5% of the program participants received counseling services. The majority of the counseled participants (94.5%) received individual counseling, while one-half (49.3%) received group counseling and nearly one-third (31.5%) received family counseling. Fewer than 10% of the counseled participants received the other services of the Affective Teams.

In addition to the counseling services of the Affective Teams, one-third (33.5%) of the students participated in the Extended Day Tutorial component of the program. As shown in Table 4, one-half or more of the tutorial participants were tutored in English, math, science or social studies.

Table 3
Affective Team Counseling Services

	Number of Students	Percent Counseled	Percent in Prog
			(N=510)
TOTAL COUNSELED	426		(83.5)
Type of Counseling			
Indiv Counseling	394	(94.5)	(77.2)
Family Counseling	134	(31.5)	(26.3)
Group Counseling	210	(49.3)	(41.2)
Home Visits	30	(7.0)	(5.9)
Social Services	27	(6.3)	(5.3)
Psychol Services	17	(4.0)	(3.3)
Referrals	22	(5.2)	(4.3)

Note: Participants received more than one type of counseling service

Table 4
Extended Day Tutorial Services

	Number of Students	Percent Tutored	Percent in Prog
			(N=510)
TOTAL TUTORED	184		(33.5)
Subject			
English	101	(59.1)	(19.8)
Math	88	(51.5)	(17.3)
Science	84	(49.1)	(16.5)
Social Studies	89	(52.1)	(17.5)

Note: Participants were tutored in more than one subject

As shown in Table 5, the Congressional Mentorship component served only 5.9% of the program participants. However, the majority of the mentored students (80.0%) visited Capitol Hill and nearly one-third (30.0%) had mentors visit their school. Other activities were limited to less than one-fifth (16.7 to 20.0%) of the mentored students.

Table 5

Congressional Mentorship Activities

	Number of Students	Percent Mentored	Percent in Prog
			(N=510)
TOTAL MENTORED	30		(5.9)
Activity			
Activities on Capitol Hill	24	(80.0)	(4.7)
Activities off Capitol Hill	6	(20.0)	(1.2)
Mentor Tutoring	5	(16.7)	(1.0)
Mentor Visits to School	9	(30.0)	(1.8)
Mentor Visits to Home/Neighborhood	5	(16.7)	(1.0)

Note: Participants were involved in more than one mentored activity

When Were Services Received?

Services of the Affective Teams, Extended Day tutors and Congressional mentors were provided for individual students throughout the 40 week school year. As shown in Table 6, services of the Affective Teams were initiated during the first quarter of school for nearly one-half (46.7%) of the counseled participants, and similarly, tutorial services were initiated during the first

quarter of school for more than two-thirds (61.9%) of the tutored participants. However, the Congressional Mentorship services were initiated later during the year, with nearly three-fourth (73.4%) of the mentored students beginning activities during and after the second quarter of school.

Table 6

Initial Delivery Date of Services

Initial Service Date	Number of Students	Percent Serviced (N=510)
Affective Team Services (n=426)		
Weeks 1-10	199	(46.7)
Weeks 11-20	159	(37.3)
Weeks 21-30	57	(13.4)
Weeks 31-40	11	(2.6)
Extended Day Tutorial Services (n=184)		
Weeks 1-10	114	(62.0)
Weeks 11-20	29	(15.8)
Weeks 21-30	41	(22.2)
Weeks 31-40	0	(0.0)
Congressional Mentorship Services (n=30)		
Weeks 1-10	8	(26.6)
Weeks 11-20	17	(56.7)
Weeks 21-30	5	(16.7)
Weeks 31-40	0	(0.0)

How Consistent Were Program Services?

For purposes of this evaluation, the extent of program services provided by the Affective Team was measured in terms of weekly interactions with an Affective Team member. The number of weeks a student received a particular service was taken as a percentage of the total 40 weeks of the school year. The intent of this computation was to assess the consistency of team services over the course of the school year since other studies have shown that consistent and on-going follow-up activities seem to have the greatest impact on students at-risk (Orr, 1987). For example, a student participating in group counseling sessions at least once a week during thirteen school weeks (not necessarily consecutively) was determined to have participated in group counseling for 33% of the school year. The same student may have also received individual counseling at least once a week during the same 13 weeks, and therefore received individual counseling for 33% of the school year. The extent to which each type of service was provided during a given school week was assessed separately.

As shown in Table 7, individual and group counseling was provided to students over the greatest extent of the school year, reaching up to 75% of the school year for some students. More than one-third (37.9%) of the counseled students received individual counseling for more than 20% of the school year. The family counseling services reached up to 40% of the school year, with the majority (92.5%) of the counseled families receiving counseling for 10% of the school year. Other services of the Affective Team were less consistent.

To adequately assess the extent of participation in the Extended Day Tutorial component of the program, the number of days (instead of weeks) of participation were computed as a percent of the total 183 school days. In assessing the tutorial component, the frequency of daily activities was deemed to be critical. As shown in Table 8a., certain program participants were assigned tutorial days for up to 75% of the school year, with nearly two-thirds (67.2%) of the tutored students assigned for more than 20% of the school year. Also, the majority (70.1%) of the assigned students complied with more than one-half of their tutorial assignment, with 45.8% of the students reaching between 70% and 100% compliance (see Table 8b).

Table 7

Extent of Affective Team Counseling Services

	Percent of School Year	Number of Students	Percent Counseled	Percent in Prog
				(N=510)
Individual Counseling (n=394)	1 - 10%	148	(37.5)	(29.0)
	11 - 20%	97	(24.6)	(19.0)
	21 - 30%	67	(17.0)	(13.1)
	31 - 40%	42	(10.7)	(8.2)
	41 - 50%	27	(6.9)	(5.3)
	51 - 75%	13	(3.3)	(2.5)
Family Counseling (n=134)	1 - 10%	124	(92.5)	(24.3)
	11 - 20%	7	(5.2)	(1.4)
	21 - 30%	2	(1.5)	(0.4)
	31 - 40%	1	(0.8)	(0.2)
Group Counseling (n=210)	1 - 10%	132	(62.8)	(25.8)
	11 - 20%	40	(19.0)	(7.8)
	21 - 30%	23	(11.0)	(4.5)
	31 - 40%	10	(4.8)	(1.9)
	41 - 50%	4	(1.9)	(0.8)
	51 - 75%	1	(0.5)	(0.2)
Home Visits (n=30)	1 - 10%	30	(100.0)	(5.9)
Social Services (n=27)	1 - 10%	27	(100.0)	(5.3)
Psychological Services (n=17)	1 - 10%	15	(88.2)	(2.9)
	11 - 20%	2	(11.8)	(0.4)
Referral Services (n=22)	1 - 10%	22	(100.0)	(4.3)

Table 8a

Tutorial Days Assigned

	Number of Students	Percent Assigned	Percent in Prog
			(N=510)
TOTAL ASSIGNED	171		(33.5)
Percent of School Year			
1 - 10%	51	(29.9)	(10.0)
11 - 20%	5	(3.0)	(0.9)
21 - 30%	37	(21.6)	(7.3)
31 - 40%	18	(10.5)	(3.5)
41 - 50%	26	(15.2)	(5.1)
51 - 75%	34	(19.9)	(6.7)

Note: Number of tutorial days assigned were unavailable for 13 students

Table 8b

Extent of Compliance with Tutorial Assignment

	Number of Students	% of Students Assigned
		(N=171)
Percent of Compliance		
0%	0	(0.0)
1 - 10%	3	(1.2)
11 - 20%	7	(4.1)
21 - 30%	9	(5.3)
31 - 40%	14	(8.8)
41 - 50%	18	(10.5)
51 - 75%	42	(24.5)
76 - 100%	78	(45.6)

How Were Services Distributed?

The manner in which services were distributed among program participants was also examined during this evaluation. As shown in Tables 9a-9c, significant patterns were noted in the distribution of services based on particular group characteristics. Such group characteristics included grade, age, sex, achievement level throughout the school year, and attendance throughout the year. The statistical relationships established between group characteristics and services demonstrate the extent to which services were targeted towards students in need. A summative description of this distribution is presented below. Group percentages for these service distributions are shown in Appendix-A, Tables A-5 through A-31.

GRADE

* Lower grade participants received more group counseling

* Higher grade participants received longer tutorial assignments and complied more with tutorial assignments

AGE

* Younger participants received more group counseling, and more mentorship visits at school and at home

* Older participants received more referrals for out-of-school services and received tutorial and mentorship services earlier

GENDER

* Male participants received more family counseling

* Female participants received more social services, received counseling services earlier, and complied more with tutorial assignments

ATTENDANCE

* Participants with more nonmember days (i.e., days not registered in any school) received more referrals, and received all program services earlier

* Participants with more unexcused absences received more family counseling, home visits and psychological services

* Participants with more suspensions received more family counseling, home visits and psychological services

* Participants with more tardy days received more social services, complied more with tutorial assignments, and received tutorial and mentorship services later

ACHIEVEMENT LEVEL

* Participants with more retentions received shorter tutorial assignments, complied less with tutorial assignments, but began tutorial and mentorship services earlier

* Participants with higher final course grades received more group counseling, received counseling services later, complied more with tutorial assignments, and participated in more mentorship activities

* Participants with higher CTBS scores received longer tutorial assignments, and received tutorial and mentorship services earlier

* Participants with higher CTBS scores (science) received more mentored trips to Capitol Hill

In addition to relationships established between groups and services, additional relationships were noted between the different types of services. As illustrated in Table 9d., the Affective Team services, Extended Day Tutorials and Congressional Mentorship activities were all statistically related. Thus, while groups of participants received specific services more, each group received a variety of services.

Table 9a
Distribution of Counseling Services by Student Characteristics

	Indiv Cnsl	Famly Cnsl	Group Cnsl	Home Visit	Social Serv	Psy Serv	Refer-ral	Intial Cnsl Date
Grade	.051	.024	-.112 **	-.022	.060	-.016	-.011 *	.017
Age	-.066	.068 ***	-.108 **	.019	.026 **	.009	.073	.001 **
Gender a/	-.029 **	-.155	.008 **	.002	.103	-.046	-.005 *	.104 ***
Abs-NonMember	-.135	.035 *	-.095 ***	.026 **	-.039	.013 *	.089	-.152
Abs-Unexcused	-.024	.083 **	-.143	.130 ***	-.032	.087 ***	.005	.030
Suspended	.039 ***	.104	-.002	.150	.003 *	.189	-.029	-.050
Tardy	-.184	-.068	.018	-.044	.079	-.010	-.054	.037
Retained	-.060	.057 ***	-.052	.049 ***	-.010	.049	.066	-.021 *
English	-.054	-.164 ***	.060 *	-.158 ***	.077	-.036 **	-.074	.088
Math	-.071	-.178 **	.088	-.173 **	-.015	-.112	-.027	.020
Science	-.049	-.123	.073 **	-.147 *	.068	-.068	-.066	-.018
Soc Stud	-.042 *	-.076 *	.132	-.106	.052	-.048	-.059	-.019
CTBS-Lang	-.103 *	-.105 ***	-.081	-.084	.024	-.086	.061	.084
CTBS-Math	-.096	-.188	-.052	-.071	.049	-.054	.031	.035
CTBS-Sci	-.051	-.016	-.037	-.037	.048	-.025	.065	-.011

* p<.05; ** p<.01; *** p<.001
a/ negative coefficients for gender indicate males were higher

Table 9b
Distribution of Tutorial Services by Student Characteristics

	Tutorial Assignment	Tutorial Compliance	Initial Tutorial Date
	*	**	
Grade	.075	.252	.050
			**
Age	-.069	-.017	-.108
		*	
Gender a/	.050	.126	.008
	***	**	***
Abs-NonMember	-.170	-.197	-.208
	**	**	
Abs-Unexcused	-.121	-.187	-.007
	*		
Suspended	-.075	-.010	-.012
		*	***
Tardy	.017	.046	.216
	**	**	**
Retained	-.112	-.211	-.129
	**	***	
English	.134	.262	.067
		***	
Math	.022	.354	.035
		***	
Science	.012	.343	.015
		***	
Soc Stud	-.055	.267	-.044
	**	**	*
CTBS-Lang	.147	-.035	-.109
	*	*	
CTBS-Math	.118	-.118	-.035
			**
CTBS-Sci	-.046	.052	-.157

* p<.05; ** p<.01; *** p<.001
a/ negative coefficients for gender indicate males were higher

Table 9c
Distribution of Congressional Mentorship Services
by Student Characteristics

	On Captl Hill	Off Captl Hill	Mentor/ Tutor	Mentor/ School	Mentor/ Home	Initial Mentor Date
Grade	.042	-.023	-.028	-.029 **	-.009 *	.050 **
Age	-.049	-.045	-.035	-.110	-.071	-.108
Gender a/	-.017 *	-.046	.034	.017	-.032	.033 ***
Abs-NonMember	-.081 **	-.038 *	-.037	-.051	-.034	-.288
Abs-Unexcused	-.098	-.074	-.037	-.061	-.065	-.007
Suspended	-.029	-.025	-.025	-.025	-.023	-.012 ***
Tardy	-.015	.020	.032	.048	.037	.216 **
Retained	-.043	.006 **	-.031	-.060 *	-.031 ***	-.129
English	.054	.109	-.014	.081	.152	.067
Math	.010	.014 *	-.026	.061	.050 **	.035
Science	.073	.095	-.032	.067 *	.121 **	.015
Soc Stud	.034	.112	.052	.097	.112	-.044 *
CTBS-Lang	.008	-.051	.025	-.046	-.063	-.109
CTBS-Math	.032 **	.066	.030	.031	.001	-.035 **
CTBS-Sci	.148	.073	.027	.053	.070	.157

* p<.05; ** p<.01; *** p<.001
a/ negative coefficients for gender indicate males were higher

Table 9d

Relationships Between Program Services

	Indiv Cnsl	Famly Cnsl	Group Cnsl	Home Visit	Social Serv	Psy Serv	Refer-ral	Tutor Asgn	Tutor Comply	On Hill	Off Hill	Mentr/ Tutor	Mentr/ School	Mentr/ Home
Indiv Cnsl	1.00													
Famly Cnsl	*** .252	1.00												
Group Cnsl	** .127	-.044	1.00											
Home Visit	*** .187	*** .388	.031	1.00										
Social Serv	** .093	* .078	*** .210	.089	1.00									
Psy Serv	* .080	*** .196	-.044	*** .405	.062	1.00								
Refer-ral	.009	.047	-.049	.042	.050	** .117	1.00							
Tutor Asgn	-.053	-.031	*** .281	.027	** .124	-.056	-.059	1.00						
Tutor Comply	** .195	.038	** -.223	*** -.244	*** .015	.032	.021	*** -.562	1.00					
On Hill	*** .219	* .080	** .123	.003	*** .208	.030	-.043	.065	-.031	1.00				
Off Hill	** .112	-.005	* .074	-.024	-.022	.024	-.021	-.042	.093	.491	1.00			
Mentor/ Tutor	* .070	-.012	*** .225	.034	** .100	-.012	-.019	*** .155	** -.135	.358	*** .173	1.00		
Mentor/ School	** .126	-.012	*** .145	.012	.062	.014	-.026	** .097	-.079	.462	*** .537	*** .591	1.00	
Mentor/ Home	** .109	-.012	.014	-.022	-.020	.029	-.019	-.036	.093	.447	*** .912	-.009	*** .591	1.00

Improvements Among Student Participants

The impact of the Affective Teams, Extended Day Tutorials, and Congressional Mentorship activities were measured in terms of three outcomes: (a) improvements in achievement; (b) improvement in attendance; and (c) dropout prevention.

Improvements in Achievement

The final grade point averages for JHSICSIP participants in the core subjects--English, math, science and social studies--averaged between a low of 1.08 (ninth grade math) and a high of 1.58 (seventh grade social studies). System-wide averages for grades 7-9 was 1.86 for ninth grade math and 2.11 for seventh grade social studies.

To assess improvements in achievement, course grade averages in the core subjects were compared for each advisory period. Improvement was defined as receiving a grade average higher in one advisory period as compared to the previous advisory period. Thus, for each of the four advisory periods, there were three opportunities for improvement in each subject. In addition, a fourth or overall level of improvement was assessed whereby the course average for the fourth advisory was compared to that of the first advisory. Using this criteria for improvement, several students showed improvements in each of the subjects throughout the school year.

As shown in Table 10, up to one-fourth (24.9%) of the program participants showed improvements in course grades during each advisory period. The level of overall improvement was noted by the greatest percentage of students showing higher grades during the last advisory periods as compared to the first advisory period (up to 40.0%). As further seen in Table 10 for all courses, up to one-half (52.1%) of all students showed improvements during one or more advisories, and up to one-fourth (24.3%) of all students improving showed such improvements during each quarter advisory of the school year.

In addition, at least 70.0% of the program participants received final passing grades in each of the core subjects, 28.0% had CTBS scores above the 50th percentile in language and math, and 15.0% scored above the 50th percentile in science.

Table 10
Improvements in Achievement

		Number of Students	Percent in Prog
	Advisory Period		(N=510)
ENGLISH	1 --> 2	91	(17.8)
(n=394)	2 --> 3	114	(22.4)
	3 --> 4	96	(18.8)
	1 --> 4	124	(24.3)
# of Improvement	0	156	(24.7)
Periods	1	105	(20.6)
	2	82	(16.1)
	3	48	(9.4)
	4	3	(0.6)
MATH	1 --> 2	118	(23.1)
(n=343)	2 --> 3	109	(21.4)
	3 --> 4	127	(24.9)
	1 --> 4	137	(26.8)
# of Improvement	0	125	(24.5)
Periods	1	122	(23.9)
	2	67	(13.1)
	3	73	(14.3)
	4	4	(0.8)
SCIENCE	1 --> 2	97	(19.0)
(n=349)	2 --> 3	99	(19.4)
	3 --> 4	110	(21.6)
	1 --> 4	115	(22.5)
# of Improvement	0	163	(32.0)
Periods	1	107	(21.0)
	2	67	(13.1)
	3	56	(11.0)
	4	3	(0.6)
SOCIAL	1 --> 2	82	(16.1)
STUDIES	2 --> 3	73	(14.3)
(n=360)	3 --> 4	72	(14.1)
	1 --> 4	82	(16.1)
# of Improvement	0	178	(34.9)
Periods	1	93	(18.2)
	2	53	(10.4)
	3	34	(6.7)
	4	2	(0.4)

Note: Final grades unavailable for 116 to 167 students

Improvements in Attendance

During the 183 days of school, the average number of absences from school for students in JHSICSIP was 50.82 days, including regular unexcused absences, suspensions, and nonmembership days. Nonmembership days were periods in which students were not registered in any school. In some cases, students were withdrawn from membership more than once during the school year due to excessive absences.

Improvements in attendance were measured similarly to improvements in achievement--absences during each advisory period were compared to those of the previous advisory period. As shown in Table 11, improvements in attendance occurred throughout the school year, and one-fifth (20.2%) of the students showed improvements during 2 to 3 advisory periods. Less than 15.0% of students in the program showed no improvements in their attendance during the year.

Table 11

Improvements in Attendance

	Number of Students	Percent in Prog
		(N=510)
Advisory Period		
1 --> 2	153	(30.0)
2 --> 3	183	(35.9)
3 --> 4	214	(42.0)
1 --> 4	155	(30.4)
# of Improvement Periods		
0	69	(13.5)
1	217	(42.5)
2	100	(19.6)
3	3	(0.6)

Enrollment/Attrition Rates

The majority (81.8%) of students formally participating in JHSICSIP remained in school throughout the 1990-91 school year. However, as shown in Table 12, 39.0% of the SY 1990-91 participants did not return to a D.C. Public School by the date of the official membership count for the following school year (SY 1991-92). Among those not returning, 50.7% were officially classified as "withdrawn" and 49.3% had a classification of "no show" or "incoming" which indicated: (a) the receiving school had no conclusive information about their enrollment; (b) they had not enrolled in another DCPS school; and (c) no out-of-city transfer requests had yet been received. Among the officially withdrawn participants, it is expected that some have transferred to other school districts--a recent study has shown that out-migration may account for up to 3% of these students (D.C. Public Schools, 1990). Conclusive informative pertaining to the school status of the no-show, incoming and officially withdrawn students will be available upon completion of the annual Dropout and Migration Statistics Report for SY 1990-91 (in progress).

As further seen in Table 12, 62.7% of students participating in JHSICSIP during the first year of program implementation (SY 1989-90) also continued to be enrolled in DCPS during school year 1991-92. However, one-half (51.2%) of those students participating in the program during both years of implementation are no longer enrolled. In total, 60.7% of all students who have participated in JHSICSIP continue to be enrolled in DCPS.

Table 12
SY 1991-92 Enrollment/Attrition Status
by Year(s) in Program

	Status	
	Enrolled	Not Enrolled
	(N=931)	
Year(s) in Program		
SY 1989-90	264 (62.7%)	157 (37.3%)
SY 1990-91	260 (61.0%)	166 (39.0%)
SYs 1989-91	41 (48.8%)	43 (51.2%)
TOTAL	565 (60.7%)	366 (39.3%)

EVALUATION OF THE
SCHOOL INVOLVEMENT COMPONENT

The School Involvement (SI) component, formally implemented under the oversight of Vanderbilt University as the Reaching Success Through Involvement Model (RSI), has been streamlined and is presently operating in each of the six school participating in the JHSICSIP. This component was designed to enlist the cooperation of the entire school (administrators, teachers, students and support staff) and the surrounding community in the planning and implementation of activities developed around an annual theme. The theme for school year 1990-91 was "school beautification".

This assessment of the school involvement component was based on survey data collected by the JHSICSIP director as part of the on-going monitoring process. The survey results are presented below.

I. List activities identified by RSI/SI in which students, staff, and the community participated.

Several activities were listed by the participating schools:

(a) enhancement and beautification of the wall-of-fame (i.e., attendance recognition board)
(b) enhancement of school courtyards
(c) landscaping (i.e., planting flowers, shrubbery, and lawn maintenance)
(d) painting murals and exterior of buildings
(e) graffiti removal

In addition to specific beautification activities, the SI coordinators also listed other activities sponsored by the school:

(f) meetings for goal development and implementation
(g) sponsorship of a school celebration day (i.e., ceremony, program and activities) which included school staff, students, alumni, community leaders, as well as neighborhood elementary and senior high schools
(h) parent conferences on drug awareness
(i) student awareness workshops and programs
(j) staff workshops

II. List names of local school based team members and their position.

The participating schools listed teams ranging from 2 to 15 members. In total, the team members consisted of:

(a) 7 school administrators (i.e., principals and assistant principals at six schools)
(b) 19 teachers (at five schools)
(c) 13 academic/attendance counselors and social workers (at six schools)
(d) 8 custodial/food service workers (at five schools)

(e) 6 students (at two schools)
(f) 13 parents (at five schools)
(g) 6 SI coordinators (at four schools)

III. What staff development activities were provided by Vanderbilt/central administration and what follow-up staff development was provided by the school?

Staff development activities sponsored by Vanderbilt/central administration included:
(a) training
(b) survey/interviews
(c) development of goals and strategies
(d) staff support

Follow-up activities by the school included:
(a) orientation meetings
(b) school based management training
(c) organization of duties
(d) information sharing

IV. What follow-up assistance and monitoring was provided by the RSI/SI facilitator from the Webster Building?

Follow-up assistance and monitoring included:
(a) telephone contact to monitor progress and offer support
(b) observance of activities in progress and upon completion
(c) on-site assistance

V. What was your major RSI/SI accomplishment?

In response to this question, several specific activities were listed:
(a) establishment of resources and equipment purchases for school enhancement
(b) development of needs survey and action plans
(c) completion of beautification projects including landscaping; graffiti removal; exterior painting; mural painting; and enhancement of hallways, lobbies atriums and courtyards.
(d) instilling student pride

In addition to questions regarding the planning and implementation of the school involvement activities, the survey solicited information regarding the frequency of the school based meetings and implementation dates. Responses indicated that three schools began project implementation in May 1991 while three began in June 1991. Also, four schools indicated they met bimonthly, one school team met monthly, and one met 2 to 3 times a week. In total, the frequency of meetings ranged from 2 to 6 times.

In summary, the School Involvement component for school year 1990-91 was initiated with input from a variety of individuals and was successfully implemented. The monitoring and support activities of the central office were also apparent. However, student involvement in the planning activities was permitted in only two schools, and the activities in all schools were initiated within the last six weeks of the school year.

EVALUATION OF PROGRAM 3/2 - SUMMER 1991
(Descriptive Summary)

Program 3/2 is the summer component of JHSICSIP and is a work/study program designed to stimulate interest in post-secondary education among new ninth grade students. The program provides work experience on a local college campus for three days a week and classroom instruction with DCPS teachers for two days a week. In addition, the students participate in several college trips and culturally enriching activities in and around the Washington, D.C., Maryland and Virginia areas. Summer 1991 was the third summer of program implementation.

This evaluation of Program 3/2, as in the past, focused on: (a) program implementation; (b) the level of participant satisfaction including students, staff and parents; and (c) program benefits as perceived by the participants. This evaluation is based on survey data obtained from 53 students, 3 teachers, 6 program assistants and 19 parents (see Appendix B for surveys and percent responses). The evaluation surveys were developed by the JHSICSIP administrative office.

Implementation of Program 3/2

In general, the majority of the program participants, including students, staff and parents felt the program was well planned and carefully managed. However, there were some recurring issues which continue to be of concern to the participants. There continues to be disappointment with the disbursement of pay checks to the students. Though fewer parents expressed concern with pay disbursements this year compared to the previous summer, slightly more students complained. In addition, while students complained about the food, particularly on their college tours, fewer complaints were noted compared to the previous summer.

There were mixed opinions among the teachers about the adequacy of the program site, but they all felt the resources of the program were adequate. Program assistants and parents felt the program should be expanded to include more students, but teachers expressed some concern about the student/teacher ratio. Teachers expressed concern about the role of the central administration in that they felt the program coordinators monitored their activities too closely. Similar to the previous summer, teachers felt they should have been more involved in the planning process, but parents seemed to feel more involved and informed than the previous summer.

In all, however, students, staff and parents seemed pleased with the structure and coordination of the program.

Benefits of Program 3/2

Students. The majority of the students indicated that Program 3/2 helped them to understand the benefits of college, although three-fourths indicated they were already interested in attending college before participating in the program. Also, the majority of students had a family member to attend college at some level. Interestingly, however, nearly 4% of the students indicated they were not looking forward to college. The majority of the students expressed an enjoyment of the college tours at the Washington, D.C. and Virginia universities, and the majority indicated that the new program component, "Wednesday Specials" weekly rap sessions, was very beneficial to their learning about college.

Apart from learning about colleges, the majority of the students also expressed satisfaction with their summer work experience on the college campus. Three-fourths indicated this experience changed their attitude about work.

With regard to the classroom component of Program 3/2, this too was a beneficial experience for the students. However, there seemed to be less enthusiasm about the "pen pal" activity compared to last summer. There was a substantial decline in the number of students expressing enjoyment for this activity, and fewer students expressed an interest in maintaining a relationship with their pen pals.

Teachers. Generally, the teachers expressed a positive perception of the program and of the benefits to the students. In addition, all teachers agreed they were able to utilize their creative skills. With regard to program content, significant improvements, relative to the previous summer, were noted in the attitude of the teachers about the guest speakers selected to speak to students. While 100% of the teachers expressed disappointment the previous summer, 100% express approval this summer. The teachers continued to support the "pen pal" activity for the students, but suggested that it should be executed differently. All teachers agreed that the regular sessions at George Washington University, "Wednesday Specials", were beneficial to the students, and all expressed satisfaction with other out-of-class activities.

Program Assistants. The program assistants expressed confidence in their roles and felt they were able to communicate and share their experiences with the students. However, fewer than last summer felt they provided emotional support and positive role modeling, but they did feel they helped students in planning personal and vocational goals. They also felt that students needed more classroom instruction.

While the program assistants felt college tours were the best aspect of Program 3/2, fewer than last summer felt the trips were as beneficial to the students. Two-thirds indicated the trips were

somewhat disorganized and poorly planned. However, as did other program participants, the program assistants felt the regular sessions at George Washington University, "Wednesday Specials", provided the students with even more college exposure.

Parents. The parents of student participants had an overall positive perception of Program 3/2 and of the benefits to students. In fact, parental perceptions seem to be more positive than the previous summer. More parents felt the program accomplished its goals, and there was a substantial increase in the number of parents who felt the program helped their children work out their personal problems. However, the parents did express concern about the amount of classroom instruction the students received. They felt that students should have been given more instructions in developing practical skills, including moral values.

SUMMARY OF FINDINGS AND RECOMMENDATIONS

In summary, the implementation of the JHSICSIP has been well managed and consistent with the program design. Also, the program has been closely monitored, as is apparent through the quality of the data provided for this evaluation. The impact of the program is also apparent in that the majority of students participating in the program showed improvements in achievement and attendance, and nearly two-thirds continue to be enrolled in D.C. Public Schools. In comparison with other dropout prevention programs around the country, these statistics are encouraging (Baker and Sansone, 1990; Allen and Gardner, 1989; and U.S. Government Accounting Office, 1987). However, the following recommendations are offered with the expectation that these recommendations will further enhance the impact of program services and will facilitate the delivery of services more efficiently.

It is recommended that:

(1) Program services should be restricted to "formal" program participants only. Forty-one percent of students receiving services were not formally recognized as participants by the central office and program coordinators, and thus, their participation was not factored into the program resources made available. While services for "non-formal" participants were not as intensive as those provided to formal participants, the large number of the non-formal participants receiving services strained the resources available to formal participants.

(2) More students with multiple grade retentions should be included in the program. Research has shown that students with multiple grade retentions make up the greatest percentage of dropouts (Orr, 1987; and D.C. Public Schools, 1988). Therefore, such students should be given priority for program participation. While evaluation results revealed that 31.0% of the formal program participants had never been retained, it was also found that the six participating schools had more than 200 other students who had been retained multiple times but had never participated in this program.

(3) Year-to-year follow-up services should be provided for more program participants. It was found that only one-fifth of the students participating in the program during the first year of implementation received services during this second year of implementation. Research has consistently shown that dropout prevention services are most effective when follow-up services are provided (Orr, 1987), and the support and encouragement provided in intervention programs should not end abruptly. Continued participation in the JHSICSIP was primarily offered to students severely at-risk, as indicated by their higher rate of withdrawal by SY 1991-92. However, follow-up services should be offered to all program participants. While follow-up services need not be as

intensive as the initial services provided, such follow-up will be critical to the long-term success of counseling and tutorial activities.

(4) **There should be more consistency in counseling services of the Affective Team, and more family counseling should be initiated.** The majority of students receiving counseling services received services for 10% or less of the total school year. Additionally, while research has shown parental involvement to be a most effective intervention for students at-risk (Baker and Sansone, 1990; and Orr, 1987), contact was initiated with less than one-third of the families of program participants. Thus, more emphasis should be placed on extending counseling services over a longer period of time, and more contact should be initiated with family members.

(5) **Congressional Mentorship activities should begin earlier in the school year and arrangements should be made for more students to participate.** Only 5.1% of the JHSICSIP participants received mentorship services, and services to nearly three-fourths of the mentored students began during or after the second quarter of the school year. The congressional mentorship component has the potential to become a key component of the JHSICSIP and should be expanded. Other dropout prevention programs using mentorship strategies have been highly successful and, in cases, have built their entire program around such initiatives (Walls, 1990). Involving the U.S. Congress with JHSICSIP students will not only facilitate achievement among these students, but will also permit U.S. policy makers to acquire a more accurate perception and vested interest in the District of Columbia youth at-risk.

(6) **The number of participants in the Extended Day Tutorial component should be increased, and retained students should receive longer tutorial assignments.** While 24.5% to 34.9% of the program participants failed to show any improvements in achievement throughout the school year, only one-third of the JHSICSIP participants received tutorial assignments. Additionally, more than two-thirds of the participants retained in grade multiple times did not receive any tutorial assignments, and less than one-fourth of the multiple retainees received tutorial assignments lasting more than 20% of the school year. Studies have shown that retaining students in grade does have a positive short-term effect on test percentiles, but the long-term effects are most often negative (Slavin and Madden, 1989). Therefore, it is imperative that remedial services are directed towards these students.

(7) **More students should be included on the school-based teams for planning the activities of the School Involvement (SI) component.** Only six students in two schools were included on the planning teams for school involvement activities. If students are to feel responsibility and ownership for these activities, they must be included in the planning. Also, students are likely to

contribute innovative ideals and solicit greater cooperation from their peers. Research has shown that building a sense of belonging to a group--a supportive environment--is sought as a means of building self-esteem and achievement (Cuban, 1989), and programs serving students at-risk should work especially hard to cultivate a community spirit and group cohesion (Comer, 1980).

(8) School Involvement (SI) activities should begin earlier in the school year. Planning and implementation of SI activities in all schools began in May and June, near the close of the school year. The initiation of activities earlier in the year will permit more extensive planning, greater participation and more efficient implementation. Year long school activities revolving around the annual "theme" will not only enhance the school climate, but will also provide an on-going learning experience for students in responsibility, cooperation, and ownership.

(9) Students selected to participate in Program 3/2 should be screened more carefully with regard to their lack of interest in college. Although the program is designed to stimulate interest in college, it was found that the majority of participants already had an interest in attending college prior to their participation in the program, and the majority had a family member who had attended college. Thus, attempts should be made to identify students who are less likely to have prior exposure or interest in post-secondary education.

(10) Pay checks to Program 3/2 participants should be disseminated in a more timely manner. A major complaint among students and parents for both the present and past summers was the untimely dissemination of paychecks. While the dissemination of pay checks to program participants is beyond the immediate control of the program administrators, attempts should be made to facilitate this process more efficiently through the DCPS payroll system. The untimely dissemination of paychecks to students serves not only to discourage participants, but also undermines the ethics of responsibility and reliability among the participants.

(11) Teachers in Program 3/2 should be more involved in the planning of the summer activities. For both the present and past summers, teachers expressed concern about their lack of involvement in planning program. More involvement of the teachers in the planning of in-class and out-of-class activities would permit teachers to plan classroom activities which better supplement the work and college experiences of the students.

(12) A follow-up evaluation should be conducted to specifically address program "impact". The present evaluation primarily focused on program implementation and the short-term progress of student participants. To directly assess program impact, similar data on the progress of a matched sample of non-participating students will be required.

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APPENDIX - A

TABLES A-1 THROUGH A-34

Table A-1

Characteristics of "Non-Formal" Participants

	Number of Students	Percent of Students
Total	355	(100.0)
School		
Brown	59	(16.6)
Garnet-Patterson	17	(4.8)
Hine	41	(11.6)
Kramer	47	(13.2)
Lincoln	66	(18.6)
Sousa	125	(35.2)
Grade		
Ungraded	5	(1.4)
7th	94	(26.5)
8th	132	(37.2)
9th	107	(30.1)
unidentified	17	(4.8)
Sex		
Male	152	(42.8)
Female	186	(52.4)
unidentified	17	(4.8)
Year in Program		
First	288	(81.1)
Second	67	(18.9)

Table A-2

Number of "Non-Formal" Participants
Receiving Counseling and Tutorial Services

	Number of Students	Percent of Students
	(N=355)	(100.0)
Individual Counseling	284	(80.0)
Family Counseling	72	(20.3)
Group Counseling	190	(53.5)
Home Visits	13	(3.7)
Social Services	12	(3.4)
Psychological Services	5	(1.4)
Referrals	10	(2.8)
Extended Day Tutorials	21	(5.9)
Congressional Mentoring	8	(2.3)

Table A-3
Initial Delivery of Services to "Non-Formal" Participants

	Beginning Period	Number of Students	Percent of Students
		(N=355)	(100.0)
Affective Team Services (n=354)			
	Weeks 1-10	63	(17.8)
	Weeks 11-20	133	(37.5)
	Weeks 21-30	116	(32.8)
	Weeks 31-40	42	(11.9)
Extended Day Tutorial Services (n= 23)			
	Weeks 1-10	22	(95.7)
	Weeks 11-20	0	(0.0)
	Weeks 21-30	0	(0.0)
	Weeks 31-40	1	(4.4)
Congressional Mentorship Services (n=8)			
	Weeks 1-10	2	(25.0)
	Weeks 11-20	0	(0.0)
	Weeks 21-30	3	(37.5)
	Weeks 31-40	3	(37.5)

Table A-4
Extent of Service Delivery to "Non-Formal" Participants

	Percent of School Year	Number of Student	Percent of Students
		(N=355)	(100.0)
Individual Counseling (n=284)	0%	71	(20.0)
	1 - 10%	172	(48.5)
	11 - 20%	64	(18.0)
	21 - 30%	21	(5.9)
	31 - 40%	15	(4.2)
	41 - 50%	10	(2.8)
	51 - 75%	2	(0.6)
Family Counseling (n=114)	0%	283	(79.7)
	1 - 10%	67	(18.9)
	11 - 20%	5	(1.4)
Group Counseling (n=13)	0%	241	(67.8)
	1 - 10%	67	(18.9)
	11 - 20%	25	(7.0)
	21 - 30%	11	(3.1)
	31 - 40%	8	(2.3)
	41 - 50%	3	(0.8)
Home Visits (n=12)	0%	342	(96.3)
	1 - 10%	12	(3.4)
	11 - 20%	0	(0.0)
	21 - 30%	1	(0.3)
Social Services (n=12)	0%	343	(96.6)
	1 - 10%	12	(3.4)
Psychological Services (n=5)	0%	350	(98.6)
	1 - 10%	5	(1.4)
Referral Services (n=10)	0%	345	(97.2)
	1 - 10%	10	(2.8)

Table A-5
Extent of Counseling Services by Participant Grade

COUNSELING ACTIVITY	Percent of School Year	Grade 7	Grade 8	Grade 9	Ungraded
	0%	17.5	16.2	24.9	60.0
Individual	1 - 10%	38.1	39.8	34.1	30.0
Counseling	11 - 20%	20.6	20.1	17.2	10.0
(n=394)	21 - 30%	12.5	9.4	10.3	0.0
	31 - 40%	6.6	7.1	6.9	0.0
	41 - 50%	3.1	5.5	4.6	0.0
	51 - 75%	1.6	1.9	1.9	0.0
	0%	71.2	77.0	78.5	80.0
Family	1 - 10%	27.2	21.7	18.8	20.0
Counseling	11 - 20%	1.2	1.0	2.3	0.0
(n=134)	21 - 30%	0.0	0.3	0.4	0.0
	31 - 40%	0.4	0.0	0.0	0.0
	0%	58.4	48.5	55.6	10.0
Group	1 - 10%	25.3	33.0	36.8	30.0
Counseling	11 - 20%	9.3	8.1	3.8	60.0
(n=210)	21 - 30%	3.9	6.1	1.9	0.0
	31 - 40%	1.9	3.2	1.1	0.0
	41 - 50%	0.8	1.0	0.8	0.0
	51 - 75%	0.4	0.0	0.0	0.0
	0%	93.0	95.1	96.2	100.0
Home	1 - 10%	7.0	4.9	3.4	0.0
Visits	11 - 20%	0.0	0.0	0.0	0.0
(n=30)	21 - 30%	0.0	0.0	0.4	0.0
	0%	95.5	93.9	96.6	100.0
Social Services (n=27)	1 - 10%	4.3	6.1	3.4	0.0
	0%	96.9	98.1	96.0	100.0
Psychological Services (n=17)	1 - 10%	2.7	1.9	2.7	0.0
	11 - 20%	0.4	0.0	0.4	0.0
	0%	95.7	96.8	96.2	100.0
Referral Services (n=22)	1 - 10%	4.3	3.2	3.8	0.0

Table A-6
Extent of Tutorial Services
by Participant Grade

TUTORIAL ACTIVITY	Percent of School Year	Grade 7	8	9	Ungraded
Tutorial Assignment (n=171)	0%	77.1	65.5	60.1	100.0
	1 - 10%	3.2	13.2	14.9	0.0
	11 - 20%	0.0	1.1	2.0	0.0
	21 - 30%	8.3	5.5	8.1	0.0
	31 - 40%	3.8	1.1	4.1	0.0
	41 - 50%	3.8	4.9	7.4	0.0
	51 - 75%	3.8	12.6	3.4	0.0
Tutorial Compliance (n=171)	1 - 10%	0.0	1.3	1.5	0.0
	11 - 20%	9.3	2.6	3.0	0.0
	21 - 30%	4.7	7.9	0.0	0.0
	31 - 40%	16.3	6.6	9.0	0.0
	41 - 50%	14.0	11.8	6.0	0.0
	51 - 75%	23.3	27.6	23.9	0.0
	76 - 100%	32.6	42.1	56.7	0.0

Table A-7
Extent of Mentorship Services
by Participant Grade

MENTORING ACTIVITY		Grade 7	8	9	Ungraded
Activities on Capitol Hill (n=24)	NO	97.3	96.1	95.4	100.0
	YES	2.7	3.9	4.6	0.0
Activities Off Capitol Hill (n=6)	NO	98.1	99.4	99.2	100.0
	YES	1.9	0.6	0.8	0.0
Mentor Tutoring (n=5)	NO	98.4	99.7	99.6	100.0
	YES	1.6	0.3	0.4	0.0
Mentor Visits to School (n=9)	NO	97.7	99.4	99.2	100.0
	YES	2.3	0.6	0.8	0.0
Mentor Visits to Home (n=5)	NO	98.4	100.0	99.2	100.0
	YES	1.6	0.0	0.8	0.0

Table A-8
Extent of Counseling Services
by Participant Gender

COUNSELING ACTIVITY	Percent of School Year	Gender: Male	Gender: Female
Individual Counseling (n=394)	0%	23.1	20.4
	1 - 10%	26.9	32.9
	11 - 20%	19.9	18.5
	21 - 30%	13.6	12.5
	31 - 40%	7.7	8.8
	41 - 50%	6.3	4.2
	51 - 75%	2.4	2.3
Family Counseling (n=134	0%	68.2	80.6
	1 - 10%	28.7	19.0
	11 - 20%	2.1	0.5
	21 - 30%	0.7	0.0
	31 - 40%	0.3	0.0
Group Counseling (n=210)	0%	61.9	53.2
	1 - 10%	22.0	31.9
	11 - 20%	7.7	8.3
	21 - 30%	4.5	4.6
	31 - 40%	2.4	1.4
	41 - 50%	1.4	0.0
	51 - 75%	0.0	0.5
Home Visits (n=30)	0%	95.1	93.1
	1 - 10%	4.9	6.9
	11 - 20%	0.0	0.0
	21 - 30%	0.0	0.0
Social Services (n=27)	0%	97.2	91.7
	1 - 10%	2.8	8.3
Psychological Services (n=17)	0%	95.1	95.1
	1 - 10%	4.5	0.5
	11 - 20%	0.3	0.5
Referral Services (n=22)	0%	96.2	95.4
	1 - 10%	3.8	4.6

Table A-9
Extent of Tutorial Services
by Participant Gender

TUTORIAL ACTIVITY		Gender Male	Female
	Percent of School Year		
Tutorial Assignment (n=171)	0%	68.9	63.8
	1 - 10%	11.0	9.4
	11 - 20%	1.4	0.5
	21 - 30%	4.2	10.8
	31 - 40%	2.8	2.8
	41 - 50%	4.9	5.6
	51 - 75%	6.7	7.0
Tutorial Compliance (n=171)	1 - 10%	2.3	0.0
	11 - 20%	4.5	1.3
	21 - 30%	3.4	6.4
	31 - 40%	8.0	9.0
	41 - 50%	11.4	9.0
	51 - 75%	29.5	20.5
	76 - 100%	40.9	53.8

Table A-10
Extent of Mentorship Services
by Participant Gender

MENTORING ACTIVITY		Gender Male	Female
Activities on Capitol Hill (n=24)	NO	95.1	95.8
	YES	4.9	4.2
Activities Off Capitol Hill (n=6)	NO	98.6	99.5
	YES	1.4	0.5
Mentor Tutoring (n=5)	NO	99.3	98.6
	YES	0.7	1.4
Mentor Visits to School (n=9)	NO	98.6	98.1
	YES	1.4	1.9
Mentor Visits to Home (n=5)	NO	99.0	99.5
	YES	1.0	0.5

Table A-11
Extent of Counseling Services by Participant Age

COUNSELING ACTIVITY	Percent of School Year	Age 11	12	13	14	15	16	17
Individual Counseling (n=394)	0%	23.5	22.7	17.1	22.5	19.5	22.5	50.0
	1 - 10%	20.4	31.8	33.8	30.2	35.0	40.7	0.0
	11 - 20%	23.5	15.2	21.6	19.4	22.0	22.2	0.0
	21 - 30%	11.8	12.1	12.2	14.4	11.4	0.0	0.0
	31 - 40%	11.8	10.6	7.2	6.3	6.5	11.1	0.0
	41 - 50%	0.0	7.6	4.1	6.8	3.3	3.7	0.0
	51 - 75%	0.0	0.0	4.1	0.5	2.4	0.0	50.0
Family Counseling (n=134)	0%	64.7	66.7	77.9	76.1	69.9	74.1	50.0
	1 - 10%	29.4	31.8	20.3	21.6	27.6	22.2	50.0
	11 - 20%	5.9	1.5	1.8	1.4	1.6	3.7	0.0
	21 - 30%	0.0	0.0	0.0	0.5	0.8	0.0	0.0
	31 - 40%	0.0	0.0	0.0	0.5	0.0	0.0	0.0
Group Counseling (n=210)	0%	52.9	53.0	48.6	53.2	55.3	66.7	100.0
	1 - 10%	29.4	25.8	33.3	32.4	31.7	25.9	0.0
	11 - 20%	11.8	10.6	10.4	6.3	5.7	3.7	0.0
	21 - 30%	0.0	4.5	5.9	4.1	3.3	0.0	0.0
	31 - 40%	0.0	3.0	1.4	3.2	3.3	3.7	0.0
	41 - 50%	0.0	3.0	0.5	0.9	0.8	0.0	0.0
	51 - 75%	5.9	0.0	0.0	0.0	0.0	0.0	0.0
Home Visits (n=30)	0%	94.1	95.5	94.1	95.0	95.7	92.6	100.0
	1 - 10%	5.9	4.5	5.9	4.5	4.1	7.4	0.0
Social Services (n=27)	0%	94.1	95.5	95.5	95.0	93.5	100.0	100.0
	1 - 10%	5.9	4.5	4.5	5.0	6.5	0.0	0.0
Psychological Services (n=17)	0%	100.0	97.0	97.7	96.8	97.6	88.9	50.0
	1 - 10%	0.0	3.0	1.8	2.7	2.4	11.1	50.0
	11 - 20%	0.0	0.0	0.5	0.5	0.0	0.0	0.0
Referral Services (n=22)	0%	100.0	98.5	95.9	98.2	95.1	92.6	50.0
	1 - 10%	0.0	1.5	4.1	1.8	4.9	7.4	50.0

Table A-12
Extent of Tutorial Services by Participant Age

TUTORIAL ACTIVITY	Percent of School Year	Age 11	12	13	14	15	16	17
Tutorial Assignment (n=171)	0%	55.6	60.9	65.7	65.6	71.7	58.3	100.0
	1 - 10%	0.0	4.3	10.7	13.1	7.1	20.8	0.0
	11 - 20%	0.0	0.0	1.4	1.9	0.0	0.0	0.0
	21 - 30%	22.2	10.9	6.4	6.9	7.1	4.2	0.0
	31 - 40%	0.0	6.5	2.9	1.3	5.1	0.0	0.0
	41 - 50%	11.1	8.7	5.0	5.6	4.0	0.0	0.0
	51 - 75%	11.1	8.7	7.9	5.6	5.1	16.7	0.0
Tutorial Compliance (n=171)	1 - 10%	0.0	0.0	0.0	0.0	6.7	0.0	0.0
	11 - 20%	0.0	5.6	3.8	1.6	3.3	10.0	0.0
	21 - 30%	0.0	0.0	7.5	3.2	3.3	10.0	0.0
	31 - 40%	25.0	16.7	7.5	12.7	0.0	10.0	0.0
	41 - 50%	25.0	5.6	9.4	9.5	13.3	20.0	0.0
	51 - 75%	0.0	38.9	26.4	27.0	13.3	30.0	0.0
	76 - 100%	50.0	33.3	45.3	46.0	60.0	20.0	0.0

Table A-13
Extent of Mentorship Services
by Participant Age

MENTORING ACTIVITY		Age 11	12	13	14	15	16	17
Activities on Capitol Hill (n=24)	NO	100.0	95.5	95.0	95.9	96.7	100.0	100.0
	YES	0.0	4.5	5.0	4.1	3.3	0.0	0.0
Activities Off Capitol Hill (n=6)	NO	100.0	97.0	99.1	99.1	99.2	100.0	100.0
	YES	0.0	3.0	0.9	0.9	0.8	0.0	0.0
Mentor Tutoring (n=5)	NO	100.0	97.0	99.1	99.5	99.2	100.0	100.0
	YES	0.0	3.0	0.9	0.5	0.8	0.0	0.0
Mentor Visits to School (n=9)	NO	100.0	95.5	98.2	99.1	100.0	100.0	100.0
	YES	0.0	4.5	1.8	0.9	0.0	0.0	0.0
Mentor Visits to Home (n=5)	NO	100.0	97.0	99.5	99.1	100.0	100.0	100.0
	YES	0.0	3.0	0.5	0.9	0.0	0.0	0.0

Table A-14
Extent of Counseling Services by Times Retained

COUNSELING ACTIVITY	Percent of School Year	Times Retained 0	1	2	3	4
	0%	21.5	19.9	17.7	14.0	30.0
Individual	1 - 10%	32.7	32.5	31.5	37.2	50.0
Counseling	11 - 20%	18.1	21.2	21.5	25.6	20.0
(n=394)	21 - 30%	11.9	13.4	12.3	11.6	0.0
	31 - 40%	8.1	6.9	8.5	4.7	0.0
	41 - 50%	6.2	4.3	4.6	4.7	0.0
	51 - 75%	1.5	1.7	3.8	2.3	0.0
	0%	77.3	73.2	70.0	69.8	90.0
Family	1 - 10%	20.4	24.7	26.9	30.2	10.0
Counseling	11 - 20%	2.3	1.7	1.5	0.0	0.0
(n=134)	21 - 30%	0.0	0.4	0.8	0.0	0.0
	31 - 40%	0.0	0.0	0.8	0.0	0.0
	0%	50.4	51.1	56.9	58.1	90.0
Group	1 - 10%	31.9	35.9	27.7	25.6	0.0
Counseling	11 - 20%	9.6	5.2	8.5	4.7	10.0
(n=210)	21 - 30%	4.6	4.8	3.8	2.3	0.0
	31 - 40%	1.5	2.6	3.1	7.0	0.0
	41 - 50%	1.5	0.4	0.0	2.3	0.0
	51 - 75%	0.4	0.0	0.0	0.0	0.0
	0%	95.8	95.2	91.5	95.3	100.0
Home	1 - 10%	3.8	4.8	8.5	4.7	0.0
Visits	11 - 20%	0.0	0.0	0.0	0.0	0.0
(n=30)	21 - 30%	0.4	0.0	0.0	0.0	0.0
	0%	95.8	94.4	95.4	93.0	100.0
Social	1 - 10%	4.2	5.6	4.6	7.0	0.0
Services (n=27)						
	0%	97.7	99.1	93.1	90.7	100.0
Psychological	1 - 10%	1.9	0.9	6.2	9.3	0.0
Services	11 - 20%	0.4	0.0	0.8	0.0	0.0
(n=17)						
	0%	96.5	97.8	96.9	88.4	100.0
Referral	1 - 10%	3.5	2.2	3.1	11.6	0.0
Services (n=22)						

Table A-15
Extent of Tutorial Services
by Times Retained

TUTORIAL ACTIVITY	Percent of School Year	Times Retained 0	1	2	3	4
Tutorial Assignment (n=171)	0%	55.3	63.3	79.6	77.8	66.7
	1 - 10%	14.5	9.5	8.8	2.8	11.1
	11 - 20%	1.9	1.3	0.0	0.0	0.0
	21 - 30%	8.8	8.2	5.3	5.6	0.0
	31 - 40%	3.1	4.4	0.9	2.8	0.0
	41 - 50%	8.2	5.7	1.8	2.8	0.0
	51 - 75%	8.2	7.6	3.5	8.3	22.2
Tutorial Compliance (n=171)	1 - 10%	0.0	1.5	3.8	0.0	0.0
	11 - 20%	2.7	3.0	0.0	11.1	33.3
	21 - 30%	2.7	4.5	7.7	11.1	0.0
	31 - 40%	12.3	3.0	19.2	11.1	0.0
	41 - 50%	4.1	13.4	19.2	22.2	0.0
	51 - 75%	26.0	26.9	19.2	22.2	33.3
	76 - 100%	52.1	47.8	30.8	22.2	33.3

Table A-16
Extent of Mentorship Services
by Times Retained

MENTORING ACTIVITY		Times Retained 0	1	2	3	4
Activities on Capitol Hill (n=24)	NO	94.5	96.5	95.4	97.7	100.0
	YES	4.6	3.5	4.6	2.3	0.0
Activities Off Capitol Hill (n=6)	NO	99.2	98.7	99.2	97.7	100.0
	YES	0.8	1.3	0.3	2.3	0.0
Mentor Tutoring (n=5)	NO	98.5	99.6	100.0	97.7	100.0
	YES	1.5	0.4	0.0	2.3	0.0
Mentor Visits to School (n=9)	NO	98.5	98.3	99.2	100.0	100.0
	YES	1.5	1.7	0.8	0.0	0.0
Mentor Visits to Home (n=5)	NO	99.2	99.1	99.2	100.0	100.0
	YES	0.8	0.9	0.8	0.0	0.0

Table A-17
Extent of Counseling Services by NonMembership Absences

COUNSELING ACTIVITY	Percent of School Year	Percent of Year Non-Membership 1-25%	26-50%	51-75%	75-100%
	0%	16.9	9.1	33.3	20.0
Individual	1 - 10%	27.1	31.8	50.0	50.0
Counseling	11 - 20%	25.4	31.8	16.7	10.0
(n=394)	21 - 30%	15.3	22.7	0.0	20.0
	31 - 40%	8.5	4.5	0.0	0.0
	41 - 50%	6.8	0.0	0.0	0.0
	51 - 75%	0.0	0.0	0.0	0.0
	0%	76.3	72.7	50.0	55.0
Family	1 - 10%	23.7	27.3	50.0	45.0
Counseling	11 - 20%	0.0	0.0	0.0	0.0
(n=134)	21 - 30%	0.0	0.0	0.0	0.0
	31 - 40%	0.0	0.0	0.0	0.0
	0%	47.5	59.1	91.7	80.0
Group	1 - 10%	27.1	18.2	8.3	15.0
Counseling	11 - 20%	18.6	9.6	0.0	5.0
(n=210)	21 - 30%	3.4	9.1	0.0	0.0
	31 - 40%	1.7	4.5	0.0	0.0
	41 - 50%	1.7	0.0	0.0	0.0
	51 - 75%	0.0	0.0	0.0	0.0
	0%	88.1	90.9	100.0	85.0
Home Visits	1 - 10%	11.9	9.1	0.0	15.0
(n=30)					
	0%	91.5	100.0	100.0	95.0
Social Services	1 - 10%	8.5	0.0	0.0	5.0
(n=27)					
	0%	96.6	100.0	100.0	85.0
Psychological	1 - 10%	1.7	0.0	0.0	15.0
Services	11 - 20%	1.7	0.0	0.0	0.0
(n=17)					
	0%	93.2	95.5	91.7	95.0
Referral Services	1 - 10%	6.8	4.5	8.3	5.0
(n=22)					

Table A-18
Extent of Tutorial Services
by NonMembership Absences

TUTORIAL ACTIVITY	Percent of School Year	Percent of Year Non-Membership 1-25%	26-50%	51-75%	76-100%
Tutorial Assignment (n=171)	0%	71.9	95.2	100.0	95.0
	1 - 10%	5.3	0.0	0.0	0.0
	11 - 20%	0.0	0.0	0.0	0.0
	21 - 30%	3.5	4.8	0.0	0.0
	31 - 40%	7.0	0.0	0.0	5.0
	41 - 50%	8.8	0.0	0.0	0.0
	51 - 75%	3.5	0.0	0.0	0.0
Tutorial Compliance (n=171)	1 - 10%	0.0	0.0	0.0	100.0
	11 - 20%	6.3	0.0	0.0	0.0
	21 - 30%	12.5	0.0	0.0	0.0
	31 - 40%	18.8	0.0	0.0	0.0
	41 - 50%	12.5	0.0	0.0	0.0
	51 - 75%	18.8	0.0	0.0	0.0
	76 - 100%	31.3	100.0	0.0	0.0

Table A-19
Extent of Mentorship Services
by NonMembership Absences

MENTORING ACTIVITY		Percent of Year NonMembership 1-25%	26-50%	51-75%	76-100%
Activities on Capitol Hill (n=24)	NO	94.9	100.0	100.0	100.0
	YES	5.1	0.0	0.0	0.0
Activities Off Capitol Hill (n=6)	NO	100.0	100.0	100.0	100.0
	YES	0.0	0.0	0.0	0.0
Mentor Tutoring (n=5)	NO	100.0	100.0	100.0	100.0
	YES	0.0	0.0	0.0	0.0
Mentor Visits to School (n=9)	NO	100.0	100.0	100.0	100.0
	YES	0.0	0.0	0.0	0.0
Mentor Visits to Home (n=5)	NO	100.0	100.0	100.0	100.0
	YES	0.0	0.0	0.0	0.0

Table A-20
Extent of Counseling Services by Unexcused Absences

COUNSELING ACTIVITY	Percent of School Year	Percent of Year Unexcused Absences 1-25%	26-50%	51-75%	76-100%
Individual Counseling (n=394)	0%	20.3	21.0	19.5	0.0
	1 - 10%	28.3	27.5	39.0	66.7
	11 - 20%	19.1	19.8	22.0	0.0
	21 - 30%	14.5	13.6	9.8	33.3
	31 - 40%	10.8	2.5	4.9	0.0
	41 - 50%	5.2	9.9	2.4	0.0
	51 - 75%	1.8	6.2	2.4	0.0
Family Counseling (n=134)	0%	73.5	74.1	75.6	66.7
	1 - 10%	24.3	23.5	24.4	33.3
	11 - 20%	1.8	1.2	0.0	0.0
	21 - 30%	0.3	1.2	0.0	0.0
	31 - 40%	0.0	0.0	0.0	0.0
Group Counseling (n=210)	0%	50.5	65.4	73.2	66.7
	1 - 10%	28.9	27.2	22.0	33.3
	11 - 20%	10.2	3.7	2.4	0.0
	21 - 30%	6.2	2.5	0.0	0.0
	31 - 40%	2.8	1.2	0.0	0.0
	41 - 50%	1.2	0.0	2.4	0.0
	51 - 75%	0.3	0.0	0.0	0.0
Home Visits (n=30)	0%	94.2	92.6	97.6	66.7
	1 - 10%	5.8	7.4	2.4	33.3
Social Services (n=27)	0%	94.8	96.3	90.2	66.7
	1 - 10%	5.2	3.7	9.8	33.3
Psychological Services (n=17)	0%	97.8	96.3	90.2	100.0
	1 - 10%	2.2	1.2	9.8	0.0
	11 - 20%	0.0	2.5	0.0	0.0
Referral Services (n=22)	0%	97.2	95.1	90.2	100.0
	1 - 10%	2.8	4.9	9.8	0.0

Table A-21
Extent of Tutorial Services
by Unexcused Absences

TUTORIAL ACTIVITY	Percent of School Year	Percent of Year Unexcused Absences 1-25%	26-50%	51-75%	76-100%
Tutorial Assignment (n=171)	0%	57.7	75.3	92.5	100.0
	1 - 10%	11.9	9.1	5.0	0.0
	11 - 20%	1.6	0.0	0.0	0.0
	21 - 30%	8.8	6.5	2.5	0.0
	31 - 40%	4.1	1.3	0.0	0.0
	41 - 50%	6.3	3.9	0.0	0.0
	51 - 75%	9.7	3.9	0.0	0.0
Tutorial Compliance (n=171)	1 - 10%	1.5	0.0	0.0	0.0
	11 - 20%	3.0	0.0	33.3	0.0
	21 - 30%	3.7	14.3	0.0	0.0
	31 - 40%	9.0	9.5	0.0	0.0
	41 - 50%	10.4	14.3	0.0	0.0
	51 - 75%	29.1	0.0	33.3	0.0
	76 - 100%	43.3	61.9	33.3	0.0

Table A-22
Extent of Mentorship Services
by Unexcused Absences

MENTORING ACTIVITY		Percent of Year Unexcused Absences 1-25%	26-50%	51-75%	76-100%
Activities on Capitol Hill (n=24)	NO	93.2	98.8	100.0	100.0
	YES	6.8	1.2	0.0	0.0
Activities Off Capitol Hill (n=6)	NO	98.5	100.0	100.0	100.0
	YES	1.5	0.0	0.0	0.0
Mentor Tutoring (n=5)	NO	98.5	100.0	100.0	100.0
	YES	1.5	0.0	0.0	0.0
Mentor Visits to School (n=9)	NO	97.2	100.0	100.0	100.0
	YES	2.8	0.0	0.0	0.0
Mentor Visits to Home (n=5)	NO	98.8	100.0	100.0	100.0
	YES	1.2	0.0	0.0	0.0

Table A-23
Extent of Counseling Services by Days Suspended

COUNSELING ACTIVITY	Percent of School Year	Percent of Year Suspended 1-25%	26-50%	51-75%	76-100%
Individual Counseling (n=394)	0%	7.4	0.0	50.0	---
	1 - 10%	23.4	0.0	50.0	---
	11 - 20%	19.1	100.0	0.0	---
	21 - 30%	20.2	0.0	0.0	---
	31 - 40%	11.7	0.0	0.0	---
	41 - 50%	12.8	0.0	0.0	---
	51 - 75%	5.3	0.0	0.0	---
Family Counseling (n=134)	0%	67.0	100.0	100.0	---
	1 - 10%	26.6	0.0	0.0	---
	11 - 20%	5.3	0.0	0.0	---
	21 - 30%	0.0	0.0	0.0	---
	31 - 40%	1.1	0.0	0.0	---
Group Counseling (n=210)	0%	45.7	0.0	100.0	---
	1 - 10%	35.1	100.0	0.0	---
	11 - 20%	6.4	0.0	0.0	---
	21 - 30%	11.7	0.0	0.0	---
	31 - 40%	1.1	0.0	0.0	---
	41 - 50%	0.0	0.0	0.0	---
	51 - 75%	0.0	0.0	0.0	---
Home Visits (n=30)	0%	88.3	100.0	100.0	---
	1 - 10%	11.7	0.0	0.0	---
Social Services (n=27)	0%	96.8	100.0	100.0	---
	1 - 10%	3.2	0.0	0.0	---
Psychological Services (n=17)	0%	92.6	100.0	100.0	---
	1 - 10%	6.4	0.0	0.0	---
	11 - 20%	1.1	0.0	0.0	---
Referral Services (n=22)	0%	94.7	100.0	100.0	---
	1 - 10%	5.3	0.0	0.0	---

Table A-24
Extent of Tutorial Services by Days Suspended

TUTORIAL ACTIVITY	Percent of School Year	Percent of Year Suspended 1-25%	26-50%	51-75%	76-100%
Tutorial Assignment (n=171)	0%	53.3	100.0	100.0	---
	1 - 10%	22.8	0.0	0.0	---
	11 - 20%	1.1	0.0	0.0	---
	21 - 30%	10.9	0.0	0.0	---
	31 - 40%	8.7	0.0	0.0	---
	41 - 50%	0.0	0.0	0.0	---
	51 - 75%	3.3	0.0	0.0	---
Tutorial Compliance (n=171)	1 - 10%	0.0	0.0	0.0	---
	11 - 20%	4.8	0.0	0.0	---
	21 - 30%	2.4	0.0	0.0	---
	31 - 40%	7.1	0.0	0.0	---
	41 - 50%	4.8	0.0	0.0	---
	51 - 75%	19.0	0.0	0.0	---
	76 - 100%	61.9	0.0	0.0	---

Table A-25
Extent of Mentorship Services
by Days Suspended

MENTORING ACTIVITY		Percent of Year Suspended 1-25%	26-50%	51-75%	76-100%
Activities on Capitol Hill (n=24)	NO	95.7	100.0	100.0	---
	YES	4.3	0.0	0.0	---
Activities Off Capitol Hill (n=6)	NO	100.0	100.0	100.0	---
	YES	0.0	0.0	0.0	---
Mentor Tutoring (n=5)	NO	100.0	100.0	100.0	---
	YES	0.0	0.0	0.0	---
Mentor Visits to School (n=9)	NO	98.8	100.0	100.0	---
	YES	1.1	0.0	0.0	---
Mentor Visits to Home (n=5)	NO	100.0	100.0	100.0	---
	YES	0.0	0.0	0.0	---

Table A-26
Extent of Counseling Services by Days Tardy

COUNSELING ACTIVITY	Percent of School Year	Percent of Year Tardy 1-25%	26-50%	51-75%	76-100%
Individual Counseling (n=394)	0%	21.4	27.6	---	---
	1 - 10%	25.9	10.3	---	---
	11 - 20%	19.4	6.4	---	---
	21 - 30%	14.9	13.8	---	---
	31 - 40%	9.4	13.8	---	---
	41 - 50%	6.5	10.3	---	---
	51 - 75%	2.6	17.2	---	---
Family Counseling (n=134)	0%	70.9	93.1	---	---
	1 - 10%	26.5	6.9	---	---
	11 - 20%	1.6	0.0	---	---
	21 - 30%	0.6	0.0	---	---
	31 - 40%	0.3	0.0	---	---
Group Counseling (n=210)	0%	54.7	44.8	---	---
	1 - 10%	25.2	37.9	---	---
	11 - 20%	10.0	3.4	---	---
	21 - 30%	5.2	13.8	---	---
	31 - 40%	2.9	0.0	---	---
	41 - 50%	1.0	0.0	---	---
	51 - 75%	0.0	0.0	---	---
Home Visits (n=30)	0%	93.5	96.6	---	---
	1 - 10%	6.5	3.4	---	---
Social Services (n=27)	0%	94.8	86.2	---	---
	1 - 10%	5.2	13.8	---	---
Psychological Services (n=17)	0%	96.4	96.6	---	---
	1 - 10%	2.9	3.4	---	---
	11 - 20%	0.6	0.0	---	---
Referral Services (n=22)	0%	96.4	100.0	---	---
	1 - 10%	3.6	0.0	---	---

Table A-27
Extent of Tutorial Services
by Days Tardy

TUTORIAL ACTIVITY	Percent of School Year	Percent of Year Tardy 1-25%	26-50%	51-75%	76-100%
Tutorial Assignment (n=171)	0%	65.3	58.6	---	---
	1 - 10%	12.3	13.8	---	---
	11 - 20%	0.7	6.9	---	---
	21 - 30%	8.7	6.9	---	---
	31 - 40%	4.0	0.0	---	---
	41 - 50%	5.3	6.9	---	---
	51 - 75%	3.7	6.9	---	---
Tutorial Compliance (n=171)	1 - 10%	1.0	0.0	---	---
	11 - 20%	1.9	0.0	---	---
	21 - 30%	2.9	0.0	---	---
	31 - 40%	6.7	8.3	---	---
	41 - 50%	8.6	0.0	---	---
	51 - 75%	21.0	41.7	---	---
	76 - 100%	58.1	50.0	---	---

Table A-28
Extent of Mentorship Services
by Days Tardy

MENTORING ACTIVITY		Percent of Year Tardy 1-25%	26-50%	51-75%	76-100%
Activities on Capitol Hill (n=24)	NO	93.9	96.6	---	---
	YES	6.1	3.4	---	---
Activities Off Capitol Hill (n=6)	NO	98.4	100.0	---	---
	YES	1.6	0.0	---	---
Mentor Tutoring (n=5)	NO	98.7	96.6	---	---
	YES	1.3	3.4	---	---
Mentor Visits to School (n=9)	NO	97.7	96.6	---	---
	YES	2.3	3.4	---	---
Mentor Visits to Home (n=5)	NO	98.7	100.0	---	---
	YES	1.3	0.0	---	---

Table A-29
Extent of Counseling Services
by Course Grades
(below/above "C" average)

COUNSELING ACTIVITY	Percent of School Year	English <C avg	English >C	Math <C avg	Math >C	Science <C avg	Science >C	Soc Stud <C avg	Soc Stud >C
	0%	13.7	28.0	15.0	23.8	16.3	23.7	19.4	22.8
Individual	1 - 10%	35.0	33.3	33.3	32.8	37.0	31.6	40.3	22.8
Counseling	11 - 20%	22.2	15.1	23.1	17.0	37.0	17.8	17.4	19.6
(n=394)	21 - 30%	13.4	8.2	13.2	9.6	10.9	11.9	10.3	10.9
	31 - 40%	8.2	7.5	6.9	9.0	6.7	8.7	3.9	10.5
	41 - 50%	5.2	6.1	5.7	5.8	5.7	4.7	6.5	5.4
	51 - 75%	2.3	1.8	2.7	1.9	2.6	1.6	2.3	1.1
	0%	72.9	82.8	71.5	82.6	73.9	81.8	73.9	83.0
Family	1 - 10%	24.2	16.5	25.8	16.4	23.5	17.0	24.5	15.2
Counseling	11 - 20%	2.3	0.4	2.4	0.6	2.3	0.8	1.3	1.4
(n=134)	21 - 30%	0.3	0.4	0.3	0.3	0.0	0.0	0.0	0.4
	31 - 40%	0.3	0.0	0.0	0.0	0.3	0.4	0.3	0.0
	0%	53.1	47.0	52.0	47.6	54.0	45.5	57.7	47.8
Group	1 - 10%	32.9	34.8	34.5	34.4	32.0	37.9	33.2	35.9
Counseling	11 - 20%	6.1	9.3	5.7	9.3	6.7	7.9	6.5	7.6
(n=210)	21 - 30%	3.5	5.4	4.5	4.5	4.1	4.3	1.9	4.7
	31 - 40%	2.6	2.9	1.8	3.2	1.8	3.6	0.3	3.3
	41 - 50%	1.5	0.7	1.2	1.0	1.0	0.8	0.3	0.7
	51 - 75%	0.3	0.0	0.3	0.0	0.3	0.0	0.0	0.0
	0%	93.3	97.5	93.4	96.8	94.1	97.2	94.5	97.5
Home	1 - 10%	6.7	2.2	6.6	2.9	5.9	2.4	5.5	2.2
Visits	11 - 20%	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(n=30)	21 - 30%	0.0	0.4	0.0	0.3	0.0	0.4	0.0	0.4
	0%	95.9	93.9	94.0	96.5	95.9	94.5	96.5	94.2
Social	1 - 10%	4.1	6.1	6.0	3.5	4.1	5.5	3.5	5.8
Services									
(n=27)									
	0%	96.8	99.3	96.7	98.4	96.4	99.2	97.4	98.2
Psychol	1 - 10%	2.9	0.4	2.7	1.6	3.4	0.4	2.3	1.4
Services	11 - 20%	0.3	0.4	0.6	0.0	0.3	0.4	0.3	0.4
(n=17)									
	0%	95.9	98.9	96.7	97.4	96.4	98.4	96.5	97.1
Referral	1 - 10%	4.1	1.1	3.3	2.6	3.6	1.6	3.5	2.9
Services									
(n=22)									

Table A-30
Extent of Tutorial Services
by Course Grades
(below/above "C" average)

TUTORIAL ACTIVITY		English		Math		Science		Soc Stud	
		<C avg	>C	<C avg	>C	<C avg	>C	<C avg	>C
	Percent of School Year								
	0%	62.2	58.8	62.4	59.7	61.3	59.7	59.5	61.3
Tutorial	1 - 10%	12.4	10.3	9.5	13.6	10.7	13.4	11.0	13.8
Assignment	11 - 20%	0.0	2.4	0.9	1.7	0.8	2.0	0.5	2.5
(n=171)	21 - 30%	10.2	7.3	8.6	8.5	9.9	6.7	9.5	6.9
	31 - 40%	4.2	0.6	4.5	1.1	4.5	0.7	3.0	0.6
	41 - 50%	0.4	13.9	4.1	8.5	2.5	11.4	4.0	9.4
	51 - 75%	9.8	6.7	10.0	6.8	10.3	6.0	12.5	5.6
Tutorial	1 - 10%	1.0	0.0	1.1	0.0	0.9	0.0	1.1	0.0
Compliance	11 - 20%	5.9	0.0	6.4	0.0	4.5	1.5	3.3	0.0
(n=171)	21 - 30%	5.9	1.4	7.4	1.3	5.4	1.6	5.4	1.4
	31 - 40%	13.9	5.6	11.7	7.5	15.3	1.6	14.1	1.4
	41 - 50%	9.9	11.1	11.7	8.8	11.7	9.5	8.7	11.6
	51 - 75%	25.7	27.8	26.6	25.0	26.1	23.8	25.0	29.0
	76 - 100%	37.6	54.2	35.1	57.5	36.0	61.9	42.4	56.5

Table A-31
Extent of Mentorship Services
by Course Grades
(below/above "C" average)

MENTORING ACTIVITY		English		Math		Science		Soc Stud	
		<C	avg >C	<C	avg >C	<C	avg >C	<C	avg >C
Activities on Capitol Hill (n=24)	NO	95.3	95.7	95.2	96.5	96.6	94.1	96.8	94.9
	YES	4.7	4.3	4.8	3.5	3.4	5.9	3.2	5.1
Activities Off Capitol Hill (n=6)	NO	99.4	98.2	99.1	98.4	99.5	98.0	99.4	98.2
	YES	0.6	1.8	0.9	1.6	0.5	2.0	0.6	1.8
Mentor Tutoring (n=5)	NO	98.8	99.3	98.8	99.4	99.0	99.2	100.0	98.9
	YES	1.2	0.7	1.2	0.6	1.0	0.8	0.0	1.1
Mentor Visits to School (n=9)	NO	98.8	98.2	99.4	97.7	99.5	97.6	99.7	97.5
	YES	1.2	1.8	0.6	2.3	0.5	2.4	0.3	2.5
Mentor Visits to Home (n=5	NO	99.7	98.6	99.7	98.7	100.0	98.4	99.7	98.6
	YES	0.3	1.4	0.3	1.3	0.0	1.6	0.3	1.4

Table A-32
Extent of Counseling Services
by CTBS Scores
(below/above 50th percentile)

COUNSELING ACTIVITY	Percent of School Year	Language <50 pctl	Language >50	Math <50 pctl	Math >50	Science <50 pctl	Science >50
	0%	22.6	21.6	23.1	20.8	16.7	20.3
Individual	1 - 10%	22.6	32.9	21.2	32.5	20.8	32.4
Counseling	11 - 20%	18.9	19.5	19.2	20.0	22.9	19.9
(n=394)	21 - 30%	13.2	12.4	11.5	12.3	8.3	12.7
	31 - 40%	13.2	7.1	13.5	7.5	14.6	7.6
	41 - 50%	9.4	5.5	9.6	5.4	12.5	5.1
	51 - 75%	0.0	1.4	1.9	1.4	4.2	2.0
	0%	67.9	79.8	63.5	79.2	62.5	77.9
Family	1 - 10%	26.4	18.6	30.8	18.9	31.3	20.1
Counseling	11 - 20%	5.7	1.2	5.8	1.4	6.3	1.5
(n=134)	21 - 30%	0.0	0.5	0.0	0.5	0.0	0.5
	31 - 40%	0.0	0.0	0.0	0.0	0.0	0.0
	0%	45.3	48.3	46.2	49.8	47.9	49.3
Group	1 - 10%	34.0	33.8	32.7	33.0	31.3	33.3
Counseling	11 - 20%	9.4	9.0	9.6	8.7	8.3	8.6
(n=210)	21 - 30%	9.4	4.3	9.6	4.2	10.4	4.4
	31 - 40%	0.0	3.1	0.0	2.8	0.0	2.9
	41 - 50%	1.9	1.2	1.9	1.2	2.1	1.2
	51 - 75%	0.0	0.2	0.0	0.2	0.0	0.2
	0%	98.1	96.4	98.1	96.5	97.9	96.1
Home	1 - 10%	1.9	3.3	1.9	3.3	2.1	3.7
Visits	11 - 20%	0.0	0.0	0.0	0.0	0.0	0.0
(n=30)	21 - 30%	0.0	0.2	0.0	0.2	0.0	0.2
	0%	92.5	95.7	94.2	95.8	93.8	96.1
Social	1 - 10%	7.5	4.3	5.8	4.8	6.3	3.9
Services							
(n=27)							
	0%	98.1	98.6	98.1	98.8	97.9	98.3
Psychol	1 - 10%	1.9	1.4	1.9	1.2	2.1	1.7
Services	11 - 20%	0.0	0.0	0.0	0.0	0.0	0.0
(n=17)							
	0%	98.1	98.1	98.1	98.3	97.9	98.3
Referral	1 - 10%	1.9	1.9	1.9	1.7	2.1	1.7
Services							
(n=22)							

Table A-33
Extent of Tutorial Services
by CTBS Scores
(below/above 50th percentile)

TUTORIAL ACTIVITY		Language <50 pctl	Language >50	Math <50 pctl	Math >50	Science <50 pctl	Science >50
	Percent of School Year						
	0%	73.5	54.9	68.6	54.5	68.8	53.8
Tutorial	1 - 10%	17.6	12.5	20.0	12.9	21.9	13.9
Assignment	11 - 20%	0.0	1.6	0.0	1.5	0.0	1.6
(n=171)	21 - 30%	5.9	8.6	8.6	8.7	6.3	8.1
	31 - 40%	0.0	3.9	0.0	3.8	0.0	4.0
	41 - 50%	0.0	8.9	0.0	8.7	0.0	8.5
	51 - 75%	2.9	9.7	2.9	9.8	3.1	10.5
Tutorial	1 - 10%	0.0	0.0	0.0	0.0	0.0	0.0
Compliance	11 - 20%	0.0	3.3	0.0	3.1	0.0	3.3
(n=171)	21 - 30%	0.0	4.1	0.0	3.9	0.0	3.3
	31 - 40%	7.1	9.8	6.7	9.4	6.7	10.8
	41 - 50%	7.1	11.4	6.7	11.0	6.7	11.7
	51 - 75%	42.9	27.6	33.3	27.6	40.0	29.2
	76 - 100%	42.9	43.9	53.3	44.9	46.7	41.7

Table A-34
Extent of Mentorship Services
by CTBS Scores
(below/above 50th percentile)

MENTORING ACTIVITY		Language <50 pctl	Language >50	Math <50 pctl	Math >50	Science <50 pctl	Science >50
Activities on Capitol Hill (n=24)	NO	100.0	95.2	100.0	95.3	100.0	95.1
	YES	0.0	4.8	0.0	4.7	0.0	4.9
Activities Off Capitol Hill (n=6)	NO	100.0	98.6	100.0	98.6	100.0	98.5
	YES	0.0	1.4	0.0	1.4	0.0	1.5
Mentor Tutoring (n=5)	NO	100.0	98.6	100.0	98.6	100.0	98.5
	YES	0.0	1.4	0.0	1.4	0.0	1.5
Mentor Visits to School (n=9)	NO	100.0	98.1	100.0	98.1	100.0	98.0
	YES	0.0	1.9	0.0	1.9	0.0	2.0
Mentor Visits to Home (n=5)	NO	100.0	99.0	100.0	99.1	100.0	99.0
	YES	0.0	1.0	0.0	0.9	0.0	1.0

APPENDIX - B

PROGRAM 3/2
SURVEYS AND PERCENT RESPONSE

STUDENT EVALUATION QUESTIONNAIRE
(N=53)

		Percent Response		
		TRUE	FALSE	NO RSPN
1.	Before participating in Program 3/2 I wasn't interested in attending college	22.6	77.4	
2.	Program 3/2 has helped me to understand the importance of college education.	90.6	9.4	
3.	I am looking forward to going to college.	94.3	3.8	1.9
4.	Someone in my family has attended college.	86.8	11.3	1.9
5.	I believe that anyone can go to college if they really want to.	88.7	11.3	
6.	My communication skills are adequate for my age.	83.0	15.1	1.9
7.	Reading and writing are activities which help to improve my communication.	86.8	11.3	1.9
8.	I feel that I need some help in order to improve my written communication skills.	41.5	54.8	3.8
9.	I feel that I need some help in order to improve my reading skills.	26.4	71.7	1.9
10.	The Pen Pal activity has been a fun activity and a helpful one.	79.2	18.9	1.9
11.	It is easy for me to share my feelings about a problem and ask for help.	66.0	34.0	
12.	I would like to have someone I can talk to.	67.9	32.1	
13.	I would like to maintain my relationship with my secret pal.	58.5	39.6	1.9
14.	There is someone I can talk with about my problems.	90.6	9.4	
15.	The work experience I was involved in this summer helped me change my attitude about work.	77.4	22.6	

STUDENT EVALUATION QUESTIONNAIRE
(N=53)
(Continued)

		Percent Response		
		TRUE	FALSE	NO RSPN
16.	I have learned to work hard and do a good job in whatever I do.	96.2	3.8	
17.	The "Wednesday specials" at George Washington University helped me learn more about college and it should included in next year's summer project.	94.3	5.7	

STUDENT EVALUATION QUESTIONNAIRE
(N=53)
(Continued)

		Percent Response
18. If this program is repeated next summer I think:		
RESPONSE:	Next year's participants will enjoy	47.2
	The program will be beneficial	26.4
	There should be more field trips	13.2
	No response	11.3
	Pay checks should be more	1.9
19. I did not like:		
RESPONSE:	No response	22.6
	Food at colleges	20.8
	Timing of paychecks	17.0
	Attitude of assistants and chaperons	13.2
	Writing in journals	9.4
	Length of program (too short)	7.5
	Long day hours	3.8
	Anonymity of pen pals	1.9
	Group speaking	1.9
	Last minute planning	1.9
20. The best feature bout Program Three/Two was:		
RESPONSE:	trips to colleges and site seeing	77.4
	everything (talent show, having fun)	11.3
	no response	7.5
	educational	1.9
	the money	1.9

TEACHER EVALUATION QUESTIONNAIRE
(N=3)

	Percent Response		
	AGREE	DIS-AGREE	DON'T KNOW
1. Program Three/Two is an innovative summer program that has had a positive effect on the lives of participating students.	100.0	0.0	0.0
2 I have had an opportunity to utilize my creative skills this summer to plan activities and implement strategies.	100.0	0.0	0.0
3. Ample funds were available to immediately purchase goods or services for the students in the program.	100.0	0.0	0.0
4. The early planning accomplished by staff from central administration was helpful as it provided guidance and direction.	100.0	0.0	0.0
5. I was able to utilize the information contained in the program description in planning and scheduling activities for my students.	66.7	33.3	0.0
6. With only 60 students in Program Three/Two three teachers and six program assistants were sufficient to provide an effective summer program.	33.3	67.3	0.0
7. In my opinion, working three full days a week offers ample time to carry out the instructional/enrichment aspect of program Three/Two.	100.0	0.0	0.0
8. The design of Program Three/Two, i.e., three days of instruction/enrichment and two days of work experience represents the right combination of structure and relaxation for the students.	100.0	0.0	0.0

TEACHER EVALUATION QUESTIONNAIRE (cont'd)
(N=3)

	Percent Response		
	AGREE	DIS-AGREE	DON'T KNOW
9. The out-of town trip to the tidewater areas was an excellent well planned adventure that provided a once in a lifetime opportunity for the students.	100.0	0.0	0.0
10. The idea to initiate Pen Pal was an excellent method to stimulate students to interact with adults through letter writing.	100.0	0.0	0.0
11. I found the outside speaker to be very helpful in exposing students to a positive role model and encouraging them to engage in goal setting for their future.	100.0	0.0	0.0
12. Too much central level planning occurred prior to initiating Program Three/Two; more time should have been allowed for the teachers to introduce their own ideas and to develop their own program.	100.0	0.0	0.0
13. In my opinion, the teachers should have had an opportunity to participate in the selection of their program assistants.	33.3	67.7	0.0
14. The selection of Hine Junior High as the site of the summer program proved to be a good one as adequate space was available and the location was convenient.	33.3	33.3	33.3
15. Visiting a variety of colleges and university campuses was an excellent way to interest our students in planning early for post high school education.	100.0	0.0	0.0
16. The "Wednesday Special" at George Washington University have been beneficial towards the goals of the program.	100.0	0.0.	0.0

TEACHER EVALUATION QUESTIONNAIRE
(N=3)
(continued)

		Percent Response
17. If this program is repeated next summer, I think:		
RESPONSE:	teacher's involvement in planning Program 3/2 is needed.	33.3
	Pen Pal project should be executed differently	33.3
	central administration should handle all catering services	33.3
18. I did not like:		
RESPONSE:	central administration on site monitoring	33.3
	central administration's involvement	66.7
19. The best feature about Program Three/Two was:		
RESPONSE:	exposed kids to colleges and information.	33.3
	site visiting	33.3
	well-planned	33.3
	enrichment activities	33.3
	student writings	33.3

* Multiple responses given

PROGRAM ASSISTANT EVALUATION QUESTIONNAIRE
(N=6)

	Percent Response	
	YES	NO
1. Was the log beneficial in identifying problem areas and solutions.	50.0	50.0
2. Was the log beneficial in improving your ability to solve similar or different problems?	33.3	66.7
3. When problems arose did you go to another program assistant for help?	100.0	0.0
4. Were you able to communicate your needs effectively with the teachers and coordinators?	83.3	16.7
5. Were the teachers and coordinators clear in communicating your job tasks to you?	83.3	16.7
6. Did you tnink that you were able to provide emotional support to the students?	66.7	16.7
7. Do you feel that you were an appropriate and positive role mode for the students?	83.3	33.3
8. Did the students feel comfortable discussing their personal and vocational goals with you?	66.7	33.3
9. Were you comfortable discussing with the students their personal and vocational goals?	83.3	16.7
10. By being in this program have you been able to better articulate your own personal and vocational goals?	50.0	50.0
11. Was your college experience helpful in responding to questions the students had about the colleges you visited?	83.3	16.7
12. Were you able to share with the students your feelings about your college experience?	66.7	33.3
13. Did the program assistants as a group compare and contrast their various college experiences for the students?	50.0	50.0
14. Do you think the students were giving enough information about the colleges they visited in order to form opinions about colleges?	66.7	33.3

PROGRAM ASSISTANT EVALUATION QUESTIONNAIRE
(N=6)
(continued)

		Percent Response	
		YES	NO
15.	Did the students view and respond to you as a supervisor?	83.3	16.7
16.	Were you comfortable in your role as a supervisor?	83.3	16.7
17.	Were you able to trouble-shoot any problems the students may have had on the job?	66.7	33.3
18.	Did the University staff view and respond to you as a supervisor?	100.0	0.0

PROGRAM ASSISTANT EVALUATION QUESTIONNAIRE
(N=6)
(continued)

		Percent Response
19.	In what ways were the "Wednesday Special" at George Washington University beneficial to the goals of the program?	
	RESPONSE: exposed kids to higher education and careers	83.3
	sessions were mostly job oriented	16.7
20.	If this program is repeated next summer I think:	
	RESPONSE: more classroom instruction	33.3
	invite more students to the program.	16.7
	careful selection of kids	16.7
	U.D.C. should be terminated	16.7
	make more efficient & organized program	16.7
	more space between central administration and Program 3/2	16.7
21.	I did not like:	
	RESPONSE: the way certain trips were planned (the confusion that surrounds many events, last minute discussions)	66.7
	food at U.D.C.	16.7
	kids were bored	16.7
22.	The best feature about Program Three/two was:	
	RESPONSE: college tours	50.0
	the kids themselves, enjoyed them	16.7
	presented-rap sessions	16.7
	student presentations	16.7
	work experiences	16.7

* Multiple responses given

PARENT EVALUATION QUESTIONNAIRE
(N=19)

	Percent Response		
	AGREE	DIS-AGREE	DON'T KNOW
1. The staff working Program 3/2 have provided my son/daughter with assistance in working out some of his/her personal problems.	84.2	0.0	15.8
2. My son/daughter expresses himself better since being in Program 3/2 this summer.	78.9	0.0	21.1
3. I feel my son/daughter has the potential to attend college after graduation	100.0	0.0	0.0
4. I believe my son/daughter now wants to attend college, and Program 3/2 played a major role in shaping this desire	94.7	0.0	5.3
5. I was pleased with work my son/daughter did while in the Program this summer.	100.0	0.0	0.0
6. From what I understand about the summer program, I feel it accomplished its goals.	100.0	0.0	0.0
7. As a parent, I was given an opportunity to be involved in some of the program activities.	94.7	0.0	5.3
8. Information about planned activities and events was made available to parents in a timely manner.	100.0	0.0	0.0

PARENT EVALUATION QUESTIONNAIRE
(N=19)
(continued)

		Percent Response
9.	If this program is requested next summer I think:	
	RESPONSE: it would be beneficial	52.7
	do it for the entire summer with more schools involved (include 9th and 10th graders)	26.3
	include typing skills, speeches, moral values)	5.5
	excellent staff, keep them.	5.3
	parents participation on trips are needed.	5.3
	no response	5.3
10.	I did not like:	
	RESPONSE: the slow distribution of paychecks	21.1
	I liked everything	21.1
	I was not asked to chaperon on trips	5.3
	no response	52.6
11.	The best feature about program Three/Two was:	
	RESPONSE: well planned and well organized.	21.1
	visits to different colleges.	26.3
	work experience	26.3
	gave kids a sense of leadership and something to do in the summer.	15.8
	The attention and concern shown by staff.	10.5